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inside information

INFORMATION SERVICES @ CONNECTICUT COLLEGE

Spring 2012

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Art on Campus *by Mark Braunstein*

Have you recently attended a meeting or a dinner in Hood Dining Room in Blaustein Humanities Center? If so, you may have noticed something new on its walls and in the hallway leading to Hood. Actually, you cannot help but notice, as the artworks now hanging there are large — indeed, for prints, their dimensions are monumetal. While newly displayed, the two portfolios of prints arrived on campus in 1981. They languished in storage for thirty years, awaiting matting and framing. As part of a wider initiative to beautify the campus by filling some empty walls (have you seen the restrooms in Shain or the first floors

Art by Jack Youngerman in the Hood Dining Room

Open Access: A highly simplified definition, a continuing conversation *by Caroline Kent*

For decades, the results of academic research have been found in one of three ways: books and journal articles are edited and disseminated by proprietary academic publishers; papers given at disciplinary meetings may (or may not) be published as proceedings; and research created to satisfy degree requirements is disseminated through the University Microfilms clearinghouse or stored in archives.

The intellectual content in theses and unpublished conference papers has often been lost to most researchers. Research published in proprietary

books and journals is not, of course, lost — as long as the researcher or the researcher's institution can buy the publication. Even though the researcher's institution usually helps to fund the research, it has still been a reasonable choice to buy back that research, with value added through peer review and editing…

…that is, it was reasonable until the costs of many publications began to rise so high that the same institutions that helped create the research could no longer afford to purchase the finished product. Furthermore, many

Art by Jack Youngerman in the Hood Dining Room

Message from the VP

It's budget preparation time again, and IS is faced with choices about which projects should be at the top of our list of requests. Connectivity, a.k.a. bandwidth, continues its number-one ranking on the list. Adequate bandwidth is a critical component of the College infrastructure; it makes all kinds of academic, administrative and student activities possible. Despite last year's increase in bandwidth, that allocation was already saturated halfway through this year. Last spring, we had 130 Mbps during the day and 200 Mbps after 8 p.m. Even with an increase to 250 Mbps day and night in the residence halls and on the wireless network, the system is usually overloaded. You can blame YouTube… and Netflix… and Hulu… and all those little videos on The New York Times website. Streaming video has become an integral part of our lives, in the classroom, in our work, and as part of the student experience — but it uses a lot of bandwidth. And we're streaming a lot of video. There are more than 4,800 devices on the wireless network, and another 550 on the student wired network, all sharing the 250 Mbps available. So IS will continue to make increases in bandwidth a top priority.

Another hugely important item is ongoing funding for library materials. Fiscal year 2012-2013 would make the fourth year the materials budget has been held flat. In that time, the average cost of electronic databases has risen 32%. The cost of journals and books, both print and electronic, has risen some 25%. There are important electronic materials collections available, such as the Project Muse and JSTOR digital collections, which we should be acquiring. Already, IS spends over 50% of its allocation on databases, up from 37% four years ago. This means that fewer dollars are available for scholarly monographs and new digital materials. The bottom line is that we are buying 25% fewer materials, books, journals and databases than we were in fiscal year 2007. Frankly, I think a few years of flat budgets helps the College decide what is really most important to purchase. But, at this point, going on four years, librarians are cutting, or not purchasing, key resources — a practice that is making our libraries weaker over time.

As important as an increase in bandwidth funding and an increase in the materials budgets are, another key request is for a more innovative product, what is known in librarian-jargon as a "discovery layer product." In plain English, it's an interface between the researcher and the library's catalog and electronic databases. Like Google, a discovery layer product uses a single search box for key words or phrases. However, unlike Google, a search with a discovery product lists only resources available in Connecticut College's libraries. It's a game-changing technology for student and faculty researchers who no longer have to decide which of many databases to use and how to use them effectively. IS is testing the EBSCO Discovery Service product this semester. (See the article on page 8 of this issue for more information.) Really, it's very cool.

And there are other needs, particularly for more electronic classrooms and increased support for the successful and popular Digital Enhanced Learning Initiative (DELI) Program. But there are many important priorities across all departments of the College, and too little money to address them all. Optimistically, our shared governance budgeting process will ensure that those priorities most important to students, faculty, staff and College are addressed.

W. Lee Hisle, Ph.D.

*Vice President for Information Services
and Librarian of the College*

Open Access: A highly simplified definition, a continuing conversation

researchers, particularly at foreign institutions, have never been able to pay for access to many publications, and authors have been forced to give up copyright and permissions to the publishing organization, which could then restrict access, usually to enforce payment.

The Internet began to change all of this. Real access, available to any connected location, was theoretically possible. To encourage and support access to research, some colleges and universities have published "open access" policies. Faculty senates at both Harvard and MIT have adopted policies that require faculty members to grant their institution nonexclusive permission to make that research openly available; in return, the institutions are responsible for making the research available, and agree that no profit will ever result from its publication.

Researchers can ensure that their publications follow the principles of open access in two ways. First, they can publish the results of their research in an open access journal. Many of these journals are peer-reviewed; they can all be found through the Directory of Open Access Journals (www.doaj.org). Second, researchers publishing in more traditional journals can make sure that those journals allow them to place some finalized form of the paper into their home institution's digital repository. An increasing number of publishers (such as Duke

University Press and Elsevier) allow authors to do this.

Many practical, theoretical and ethical issues remain. But the conversation about open access remains important whether or not a college or university decides on an open access policy. Indisputably, one thing open access does is increase the exposure of the published research. One thing open access does not do is contradict traditional concepts of authorial copyright and control.

At this time we have no faculty-mandated open access policy at Connecticut College. However, we do have an institutional repository (digitalcommons.conncoll.edu). With the permission of particular faculty members, we are also analyzing which of their publications can legally be placed in the repository. We encourage everyone to learn about and discuss the principles of open access. It is a fascinating topic that makes us think, and rethink, about intellectual control, copyright and academic mandate.

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of Fanning and Blaustein?), the four silkscreen prints by James Rosenquist were hung in Blaustein's first-floor hallway last fall, and the six silkscreens by Jack Youngerman in Hood last month. The long wait proved propitious, because Hood's decor was recently upgraded. The wood tables were refurbished and stained deep brown, and matching wooden chairs with blue upholstery were acquired. So the predominant browns and blues of the Youngerman prints exactly match the furniture.

Youngerman and Rosenquist were among the doyens of Pop Art, outranked only by the pops of Pop, Andy Warhol and Robert Rauschenberg. But wait! The same donors of

the Rosenquist and Youngerman prints also donated a portfolio of five equally huge Rauschenberg lithographs, whose provenance on campus has been brighter. They have long decorated Becker House and several art professors' offices in Cummings Arts Center. (Notice that neither Hood Dining Room nor any other dining hall has ever hosted those prints.)

As long as we're in Cummings, let's continue our art tour. One of the art history department lecture halls displays four screen prints on wooden panels by Richard Anuszkiewicz. Stellar examples of Hard Edge art of the 1970s, these prints, too, are immense. During the '60s and '70s, BIG was in. Also in Cummings, eleven silkscreens by the mono-

A wide-angled look into the Hood Dining Room with new artwork in place

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Art on Campus

monikered Chryssa line the hallway to Fortune Recital Hall.

All of these artworks and more were donated by Martin Oppenheimer and Suzanne "Suzi" Rosenhirsch Oppenheimer '56. Since 1985, Suzi Oppenheimer has served as a senator in the New York Senate (www.nysenate.gov/senator/suzi-oppenheimer). During her tenure as a legislator, she has sponsored and passed four laws to increase or restore funding to libraries, and is the former chair of the Senate Education Committee. Thank you, Senator Oppenheimer, for all your work on behalf of libraries, and for all your artworks donated to Connecticut College!

You can view thumbnails of most of the above artworks, and many more, at www.conncoll.edu/visual. But why settle for surrogates? Connecticut College owns many prints and paintings available for extended loans, and invites you to display them in your office or any other secure environment. While many are ready to hang, more can be offered if your department will fund the framing. (Such a deal!) Six years ago, for instance, the admission office decorated Horizon House by moving eleven artworks, including a painting that measures 4 x 5 feet, from dark storage into the light of day.

To view larger images of website thumbnails or of potential art for your walls, contact Mark Braunstein, the visual resources librarian, at x2729 or mmbra@conncoll.edu.

Puzzles, pizza and ear plugs: Inside finals week at the library
by Amanda Watson

It's a familiar sight for anyone who visits Connecticut College's libraries during finals week: every seat occupied by students studying for exams, into the small hours of the morning. At the end of each semester, Shain Library stays open all night for several nights to accommodate the high demand for study space. This fall, librarians at Shain decided to go one better by offering stressed-out students a few extra ways to relax and recharge during the exam period.

Free ear plugs at the Shain Reference Desk

Other academic libraries have experimented with offering stress-relieving activities, free coffee and snacks, and even toys and games. A growing number of academic libraries, including the libraries at the University of Connecticut and MIT, have even started bringing in trained service dogs for some free "pet therapy." Inspired by these reports, we tried a few special finals activities of our own. Though we didn't bring in a therapy dog (this time, anyway), we got such a positive response from students that we're already planning to try it again this spring. To quote a representative comment from a student during finals week: "The library rocks!"

The finals week initiatives started small. We started by setting out disposable ear plugs at the reference and circulation desks for anyone who wanted to screen out noise and distractions on the busier floors ("Oh my God, you've saved my life!" a student exclaimed as she picked up a set of ear plugs). A giant crossword puzzle went up on a wall on the lower level of the building, complete with a book-length list of clues.

We also set up jigsaw puzzles next to the Shain reference desk. We weren't sure what the response would be, but the puzzles proved very popular. And we held several study breaks in the Blue Camel Café area, featuring pizza and cookies for any students present in the building for as long as the food lasted. At one of the pizza study breaks, one tired freshman was overheard remarking to another, "This library is so much nicer than what we had in high school."

Finals week is always a stressful time, particularly for new students studying for their first set of college exams. Jigsaw puzzles, crosswords and free pizza might seem like unusual things to have in a library, but by offering them in the place where so many students do their pre-exam studying, we strove to make the experience a little less exhausting and a lot friendlier. To judge by all the positive comments we got, we succeeded. We're excited about planning our next round of finals week de-stressing measures.

Do you have suggestions for something we could do to make finals week better or to help students study? Contact Carrie Kent, director of Research Support and Instruction, at ext. 2444 or at ckent@conncoll.edu.
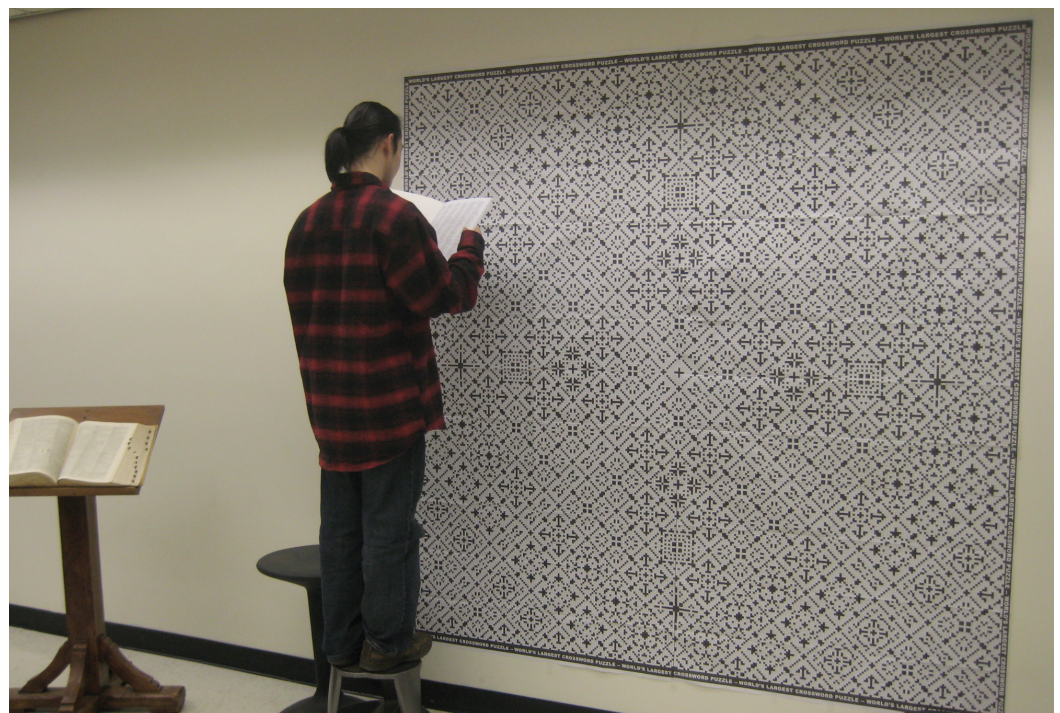
"The World's Largest Crossword Puzzle," on a wall near the Blue Camel Café

Student worker profile: William Tarimo '12

Hello! I am William Tarimo. I'm a double major in computer science and mathematics. My academic interests are in artificial intelligence, robotics and software development. I am a big fan of soccer and I play whenever I get the opportunity; I occasionally play Frisbee and tennis as well. I have also been a member of STAFF (Students Taking Action to Fight Fistula) and ASU, the African Student Union.

I have been working at the Computing Help Desk since the first semester of my freshman year. The Help Desk in an amazing place to work and I have loved it since the first day. I have developed and improved my computer skills and knowledge, and I have enjoyed and learned a lot from every new problem. It has also been a valuable opportunity to form close friendships with students, staff and faculty members. I am thankful to Ruth Seeley, my first supervisor, for her kindness since my first days at Connecticut College, and Mike Dreimiller has continued to make this place the best.

Besides the Help Desk and my classes, I am a teaching assistant and the president of the Student Advisory Board in the computer science department. I have also been doing independent research projects in artificial intelli-

William with Mike Driemiller discussing networking problems

gence, evolutionary computation and robotics design with Professor Gary Parker; we have published three research works and presented three times during IEEE's CEC and SMC conferences in 2011. This semester I am completing a project to implement a real-time mobile robot training system that uses the theories of Punctuated Anytime Learning (PAL) and Fitness Biasing.

As I am going to graduate this May, I am looking forward either to graduate studies in computer science with mathematical applications (I have applied to eight Ph.D. programs) or to a job in computer science. Connecticut College has prepared me to be a citizen of the world, both in on- and off-campus experiences. Working with Information Services has been a rewarding experience academically and personally, and has shaped my personally, and has shaped my career in interests.

William answers many questions over the phone

Discovery layers: A new way to explore library content
by Kathy Gehring

Many libraries are implementing a new kind of tool, called a discovery layer, to help students more easily find and use library resources. A discovery layer works along with existing databases and catalogs to provide fast, simple access to both print and electronic materials. Users can search across the spectrum of library content — books, media, journals, images, archival materials and more — using a single search box.

Over the fall semester, a group of librarians at Connecticut College began reviewing some of the discovery products that are available. We are running a trial of one product, EBSCO's EDS. You can find a link to it from the front page of the IS website. We would welcome any feedback; email Kathy Gehring at kmgeh@conncoll.edu if you'd like to comment on EDS. We're tentatively calling it "Super Search," but if you have a better idea for what to call it, let us know!

The discovery layer is not intended as a replacement for any of our subject-specific databases, which will continue to be useful for more sophisticated researchers. Instead, discovery layers are geared toward students who are frustrated by the research process and have difficulty determining which resources to use. Many of our peer schools have already implemented discovery layers, and many have noticed that library resources are used more as a result. The library will continue to monitor developments in discovery layer technology, and we hope to be able to put a product in place that will benefit our students and their research.

The discovery layer in action: a screenshot of a search for "camels"

New DVD cases mean faster checkouts

If you've borrowed a DVD from us recently, you may have noticed that the cases look a little different. The library is in the process of changing to the packaging of the DVD collection. From now on, the collection will be stored in locking DVD cases, which will be unlocked at the circulation desk when they are checked out. The discs will remain in their cases when they are shelved, a departure from our previous system of storing them in cabinets behind the circulation desk. This innovation should speed up checkout time significantly and protect the collections from damage, theft and loss.

Interlibrary Loan has a new home

Over this winter break, the Interlibrary Loan department, formerly tucked away at the back of the first floor of Shain, moved their office space to a new location. The new ILL office is located behind the circulation desk on the first floor of Shain; the new entrance is next to the elevator. The proximity to the circulation department will allow the ILL staff to continue to provide great service in a more convenient location. Please come visit the new space to pick up your requests, say hello to the staff or check out the new office!

Emily and Lisa invite you to stop in and see their new offices

Coming soon: A special area for faculty publications

IS staff are working on a New Faculty Publication area in Shain Library, set to debut later this semester. This area will feature a display of books and articles from the last two years, with information about our faculty authors. The materials will be drawn from Shain's collections, so you will be able to borrow the books or take a copy of a particular article. This area will be located at the foot of the stairs, so keep your eyes open on your way to the Blue Camel Café!

Exhibits and Events

The following public exhibitions will take place in Shain Library during the spring semester:

Exhibition

"Contemporary Art from the Latin World." January 31 to March 10, on the main floor of Shain. The Latin Network for the Visual Arts is loaning items from its permanent collection in an exhibit that includes works from the Shain Library and from private collectors. The exhibit

CONTEMPORARY ART FROM THE LATIN WORLD

L N V A

An exhibition of International Art from the Permanent Collection of the Latin Network for the Visual Arts, the Charles E. Shain Library, and private collections.

highlights the range and diversity of art from nine countries on three continents where Romance languages are spoken. The exhibit features painting, photography, sculpture and folk art. The LNVA (www.lnva.us) is "a non-profit arts organization whose mission is to enrich the community through the visual arts created by contemporary Latin artists."

"Agents of Change: Connecticut College Influences the World." Through June 15, on the main floor of Shain. Building on our successful exhibit on the history of activism on campus last fall, our spring exhibit will highlight the contributions of select members of the Connecticut College community who took their activism off campus and made a difference in the wider world. Faculty and students applied the lessons they taught and learned here in the fields of politics and public policy, science and the arts. The exhibit is being held in conjunction with this year's Sykes Lecture by Linda Lear '62, "Agents of Change: Three Women Who Made a Difference."

"Is That Supposed to be a Book: Artists Challenging Our Conception of the Book." Through June 15, in the display cases outside the Lear Center. The Lear Center for Special Collections & Archives has been actively collecting artists' books for the better part of the past decade. Many of these books come in unusual formats and styles, pushing the boundaries of what we might consider a book. We are now exhibiting "books" in a range of formats, asking the question, "What is a book, anyway?" Some of them lack text, some lack text and images, some don't even have a recognizable spine or pages, but all of them are described by their creators as books.

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